

Sullivans Island Elementary

2015 I'on Avenue

Sullivan's Island, SC 29482

Grades	PK-5 Elementary School	
Enrollment	323 Students	
Principal	Susan R. King	843-883-3118
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

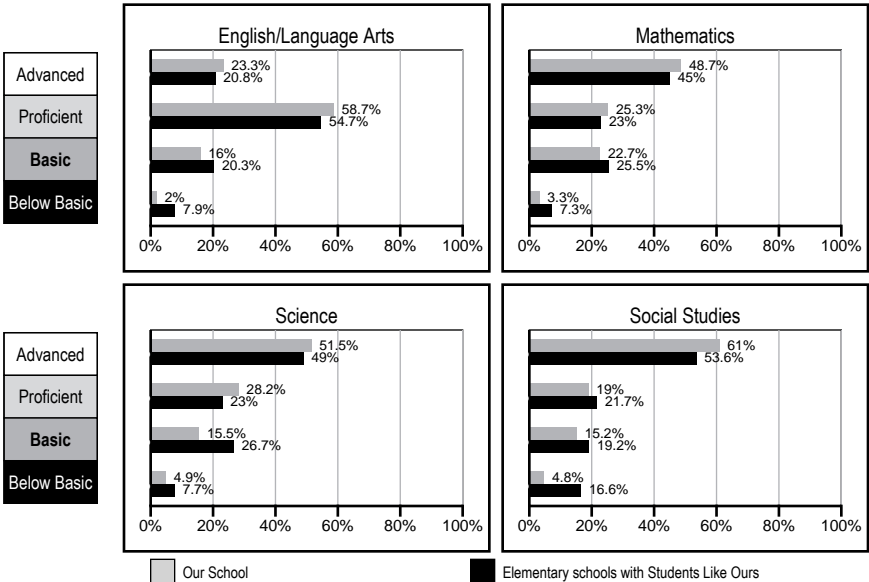
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	2	0	1	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=323)				
First graders who attended full-day kindergarten	100.0%	Up from 92.6%	100.0%	100.0%
Retention rate	1.0%	Up from 0.9%	1.0%	2.3%
Attendance rate	96.3%	Down from 96.4%	97.1%	96.3%
Eligible for gifted and talented	39.5%	Down from 45.1%	39.5%	10.4%
With disabilities other than speech	3.2%	Up from 2.9%	3.2%	7.5%
Older than usual for grade	0.4%	Up from 0.0%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	58.3%	Down from 60.0%	69.5%	56.7%
Continuing contract teachers	91.7%	Up from 88.0%	81.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.1%	Down from 91.7%	88.2%	86.4%
Teacher attendance rate	92.1%	Down from 93.1%	93.3%	94.9%
Average teacher salary	\$47,010	Up 1.3%	\$47,160	\$45,345
Professional development days/teacher	9.5 days	Down from 9.8 days	9.5 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.5 to 1	19.0 to 1	18.5 to 1
Prime instructional time	87.5%	Down from 87.8%	87.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.3%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,080	Up 7.2%	\$8,080	\$7,052
Percent of expenditures for instruction*	72.5%	Up from 71.6%	72.5%	69.1%
Percent of expenditures for teacher salaries*	52.3%	Down from 65.6%	60.2%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

This narrative has been prepared to share some of the many goals and achievements made possible through the powerful synergy of the teachers, parents, students, and community members of the Sullivan’s Island Elementary School Family. Together, we continue to work diligently toward a single vision: To create a community of learning that inspires students to reach their full potential.

I am pleased to report that last year we made tremendous gains toward our school-wide goal of 85% of our students scoring Proficient or Advanced on the PACT test in all subject areas by 2008. In fact, we have already exceeded that goal in both mathematics and English language arts! We pride ourselves in our high scores, but also recognize that there are many other important measures of school quality.

In conjunction with the district’s Charleston Plan for Excellence, we continue to make strides in assessment, instruction, character development, technology, student wellness, and Spanish language instruction. As our vision statement clearly communicates, we believe that child-centered, data-driven instructional decision-making creates a learning community in which all children can thrive.

Now more than ever before, we are harnessing the talents of our volunteers and bringing together the efforts of our School Improvement Council, Friends of Sullivan’s Island School, and Parent Teacher Association to provide our students with the best education possible.

Thank you for your continued belief in and support of both our school and of public education. Without you, the community, we would not have been able to accomplish the achievements that we have.

Please stop by and experience what makes Sullivan’s Island Elementary so special, or visit us on our website at <http://sullivan’sisland.ccsdschools.com>.

Susan R. King, Principal
Margaret Meek, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	45	29
Percent satisfied with learning environment	94.1%	91.1%	89.3%
Percent satisfied with social and physical environment	94.1%	84.4%	100.0%
Percent satisfied with school-home relations	100.0%	93.3%	89.3%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	158	100	2	16	58.7	23.3	90.7	53.5	48.2	Yes	Yes
Gender											
Male	91	100	2.2	21.3	65.2	11.2	88.8	47.3	41.7	N/A	N/A
Female	67	100	1.6	8.2	49.2	41	93.4	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	155	100	2	16.1	59.1	22.8	90.6	77.6	60	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	32.1	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	1	I/S	I/S	I/S	I/S	I/S	I/S	33	34	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	158	100	3.3	22.7	25.3	48.7	85.3	49.7	45.8	Yes	Yes
Gender											
Male	91	100	2.2	21.3	23.6	52.8	86.5	49.5	45.6	N/A	N/A
Female	67	100	4.9	24.6	27.9	42.6	83.6	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	155	100	3.4	22.8	25.5	48.3	85.2	75.6	59	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	26.2	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	31.4	I/S	I/S

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	107	100	4.9	15.5	28.2	51.5	79.6	39.2	35.7	96.3	96
Gender											
Male	62	100	8.1	16.1	22.6	53.2	75.8	40.8	37.4	96.3	95.8
Female	45	100	0	14.6	36.6	48.8	85.4	37.6	33.8	96.2	96.1
Racial/Ethnic Group											
White	105	100	4.9	15.7	27.5	52	79.4	66.4	49.2	96.3	96.1
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	15.3	17	89.7	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	97.3	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	93.3	95.7
Disability Status											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	94.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	88.5	96.3
Socio-Economic Status											
Subsidized meals	1	I/S	I/S	I/S	I/S	I/S	I/S	17.1	21.1	94.5	95.5

Social Studies

All Students	110	100	4.8	15.2	19	61	80	40.2	34	96.3	96
Gender											
Male	66	100	3.1	12.5	17.2	67.2	84.4	42	36.6	96.3	95.8
Female	44	100	7.3	19.5	22	51.2	73.2	38.3	31.3	96.2	96.1
Racial/Ethnic Group											
White	108	100	4.8	15.2	19	61	80	63.3	44.5	96.3	96.1
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	19.1	19.1	89.7	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	97.3	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	93.3	95.7
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	94.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	88.5	96.3
Socio-Economic Status											
Subsidized meals	1	I/S	I/S	I/S	I/S	I/S	I/S	20.1	21	94.5	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	62	98.4	0	8.5	61	30.5	91.5
	4	48	100	4.3	23.9	58.7	13	71.7
	5	63	100	5.1	27.1	54.2	13.6	67.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	0	8.2	49	42.9	91.8
	4	59	100	1.7	12.1	69	17.2	86.2
	5	47	100	4.7	30.2	55.8	9.3	65.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	62	100	1.7	38.3	36.7	23.3	60
	4	48	100	2.2	28.3	21.7	47.8	69.6
	5	63	100	0	32.2	30.5	37.3	67.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	2	26.5	28.6	42.9	71.4
	4	59	100	3.4	22.4	25.9	48.3	74.1
	5	47	100	4.7	18.6	20.9	55.8	76.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	30	100	0	31	48.3	20.7	69
	4	48	100	4.3	39.1	23.9	32.6	56.5
	5	31	100	6.7	33.3	40	20	60
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	25	100	0	13	52.2	34.8	87
	4	59	100	1.7	17.2	24.1	56.9	81
	5	23	100	18.2	13.6	13.6	54.5	68.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	30	100	0	24.1	48.3	27.6	75.9
	4	48	100	4.3	13	17.4	65.2	82.6
	5	32	100	17.2	34.5	20.7	27.6	48.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	0	7.7	19.2	73.1	92.3
	4	59	100	3.4	20.7	17.2	58.6	75.9
	5	24	100	14.3	9.5	23.8	52.4	76.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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